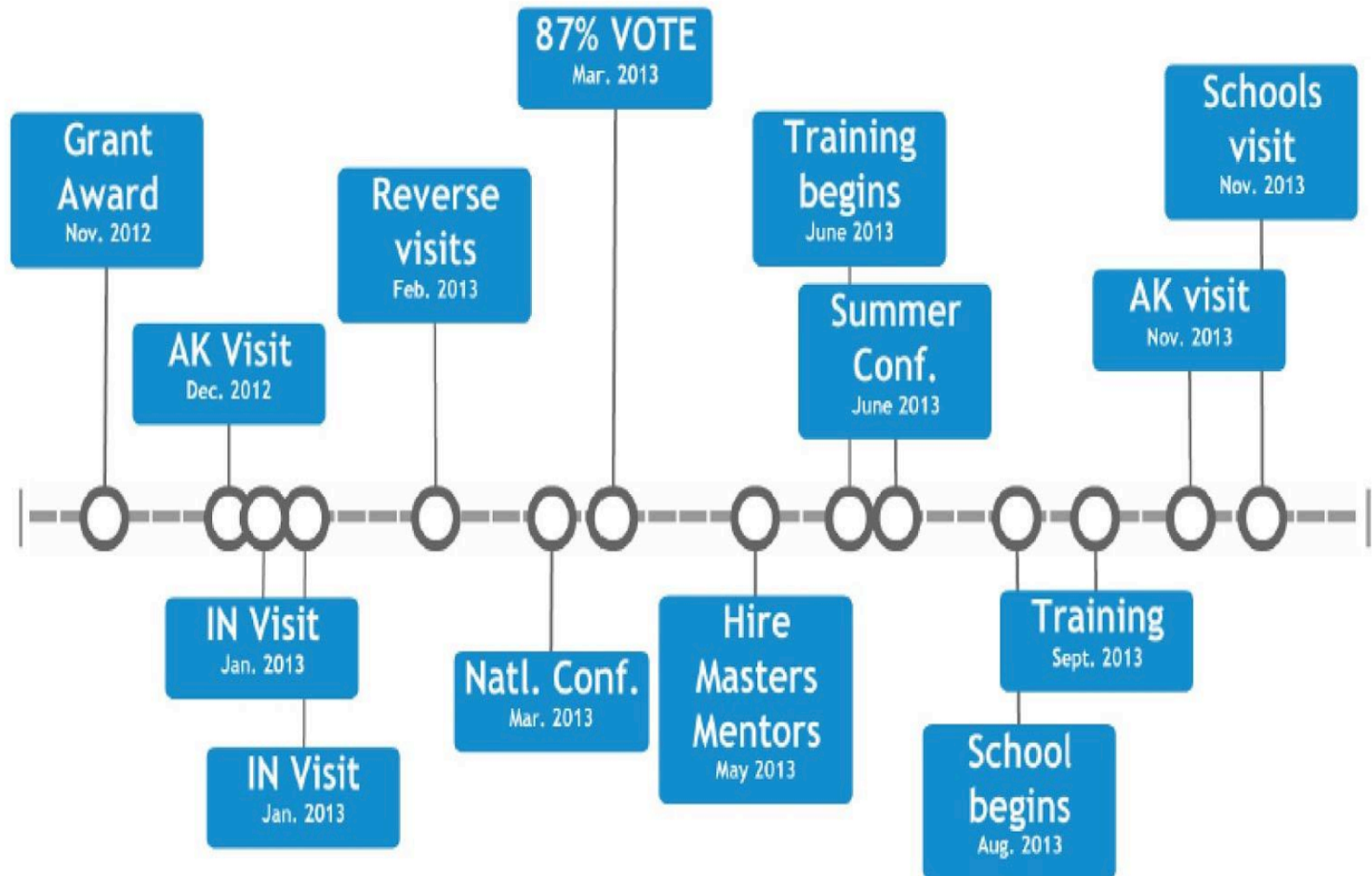


Common Conversations



PD in a Different Way






Cluster Group Meeting Record



Date: 10/15/13 **Cluster Cycle:** 1 **Long Range Plan Week:** 6

Cluster Meeting Objective: Teachers will demonstrate clear understanding of previously studied indicators (*Standards & Objectives, Lesson Structure & Pacing, Expectations, Teacher Knowledge of Students, Presenting Instructional Content*) while selecting *Activities and Materials* in planning for student instruction.
(*Instruction: Activities & Materials*)

Steps	Activity What will I do?	Materials What will I need to bring with me?
 Identify Need (6 min)	<ul style="list-style-type: none"> •Follow up from cluster: <i>What is effective modeling? What is not?</i> Write a quick definition and/or provide examples on post it note. •<i>End of Quarter Check Point</i>- Reflect on where we are, where we are headed and what support is needed. Complete individual survey to hand in. •<i>Activities and Materials</i>- How is the selection of activities and materials tied to rubric indicators we have studied thus far? 	Colored post its, Chart paper with T chart Modeling at CD MSHS anchor chart Teacher Survey Career Teacher Handbook
 I do Learn (10min)	<ul style="list-style-type: none"> •Model Read Aloud/Think Aloud lesson as it would be taught to students. Step out of lesson to discuss importance of each step and tie to rubric indicators and descriptors. •<i>I do</i>: Read portion of article aloud. Highlight my thinking about main idea, difficult vocabulary and my questions. •<i>We do</i>: Create Venn diagram, which compares and contrasts bionic leg and prosthetic leg. •<i>You do</i>: Select additional article to read independently. Create a Venn diagram. 	<i>Man Controls Artificial Leg Using Only His Brain</i> article, 3 additional artificial limb articles
 We do Develop (24 min)	<ul style="list-style-type: none"> •Given article and student scenario create a lesson plan with partner including <i>Standards & Objectives, Lesson Structure & Pacing, Expectations, Teacher Knowledge of Students, Presenting Instructional Content and Activities and Materials</i>. •Create a visual to share with group and be prepared to discuss lesson plan for your type of learner. •Discuss how the selection of activities and materials is tied to previously studied rubric indicators and descriptors. 	Career Teacher Handbook, <i>Serving Those Who Served</i> article, Chart paper, markers

Follow Up

Time	Wednesday 10/16	Thursday 10/17	Friday 10/18	Monday 10/21	Tuesday 10/22
7:30-8:00	3rd/4th grade level meeting	5th/6th grade level meeting (Cluster f/u: Linhart & Tharp LA Planning)			
8:00-8:30	Boothe - Reading Lesson			Galloway Reading 8:20-9 observe	
8:30-9:00	Boothe - Reading Lesson	Master Teacher Mtg/Cornell	5th gr reading lab	5th gr reading lab	Kelli Reading
9:00-9:30		Master Teacher Mtg/Havlik Reading Think Aloud	3rd gr reading lab/ Readout reading lesson	3rd gr reading lab	Vicky's 3rd grade lab
9:30-10:00	Linhart Think Aloud Observation/ Crozier Think Aloud				Sheil-Reading
10:00-10:30					team teach observe- Hamilton
10:30-11:00	5th/6th Cluster Mtg	3rd/4th Cluster Mtg.			Caessie-reading
11:00-11:30	5th/6th Cluster Mtg	3rd/4th Cluster Mtg.	3rd tickets	3rd tickets	3rd tickets
11:30-12:00		Hamilton Post-conference			

TAP Instructional Rubric

Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

b: Implements strategies supporting student, building, and district goals.

Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.

d: Understands and uses instructional strategies that are appropriate to the content area.

Presenting Instructional Content

Presentation of content always includes:

- visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;
- examples, illustrations, analogies, and labels for new concepts and ideas;
- modeling by the teacher to demonstrate his or her performance expectations;
- concise communication;
- logical sequencing and segmenting;
- all essential information and;
- no irrelevant, confusing, or nonessential information.

Presentation of content most of the time includes:

- visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;
- examples, illustrations, analogies, and labels for new concepts and ideas;
- modeling by the teacher to demonstrate his or her performance expectations;
- concise communication;
- logical sequencing and segmenting;
- all essential information and;
- no irrelevant, confusing, or nonessential information.

Presentation of content rarely includes:

- visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;
- examples, illustrations, analogies, and labels for new concepts and ideas;
- modeling by the teacher to demonstrate his or her performance expectations;
- concise communication;
- logical sequencing and segmenting;
- all essential information and;
- no irrelevant, confusing, or nonessential information.

The Saydel TAP Experience

The TAP System was aligned with the current vision for Saydel under the leadership of, then, Superintendent Dr. Brad Buck.

Receiving the grant would provide Saydel with the opportunity to speed up the process of progressing toward and reaching our goals.

Saydel's journey to the vote paralleled that of Central Decatur.

92% of Saydel's teachers voted "YES" in favor of implementing TAP.

We voted YES, now what?

Priority 1: Developing and implementing a rigorous screening and interview process as a District Admin Team with the support of NIET.

Positions to fill:

- 1 Executive Master Teacher

- 2 Master Teachers at each building

- 4-5 Mentor Teachers at each building

Training

9 Days of CORE Training was provided for Masters, Mentors and Admin:

- 3 Days TAP Overview and Evaluator A
- 3 Days Cluster and Leadership Team
- 2 Days Evaluator B
- 1 Day Field Testing

Most Rewarding:

New Learning at Every Level
Shift in the District Wide Culture

Most Challenging:

TAP Exposed some Inadequacies in
Our District
Letting Go of Old Practices

What will we change for next year?

Nothing.

We will dig deeper into the current work

Work to better align our system

Work to refine our skill sets in the areas
that we serve

Admin, Master, Mentor, Career